



World Languages: An Essential Component of Global Competence

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UC Santa Barbara

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SUBJECT
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THE CALIFORNIA
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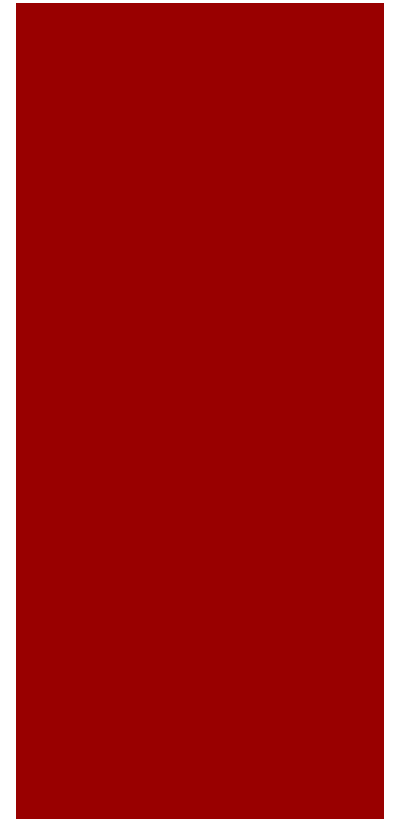
CALIFORNIA
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Building Leadership for Global Education

The California International Studies Project inspires and supports educators to develop global competence and active citizenship in PK-12 students for the 21st century.

A photograph of two young children, a boy and a girl, looking at a globe in a classroom. The boy is on the left, pointing at the globe, and the girl is on the right, looking at it. The globe shows the Atlantic Ocean and parts of Africa and Europe. In the background, there is a poster that says "I Love the World" and a stack of books on a shelf.

CALIFORNIA INTERNATIONAL STUDIES PROJECT

The California International Studies Project inspires and supports educators to develop global competence and active citizenship in PK-12 students for the 21st century.

Developing the Potential in Every Global Citizen

www.CISPisGlobal.org



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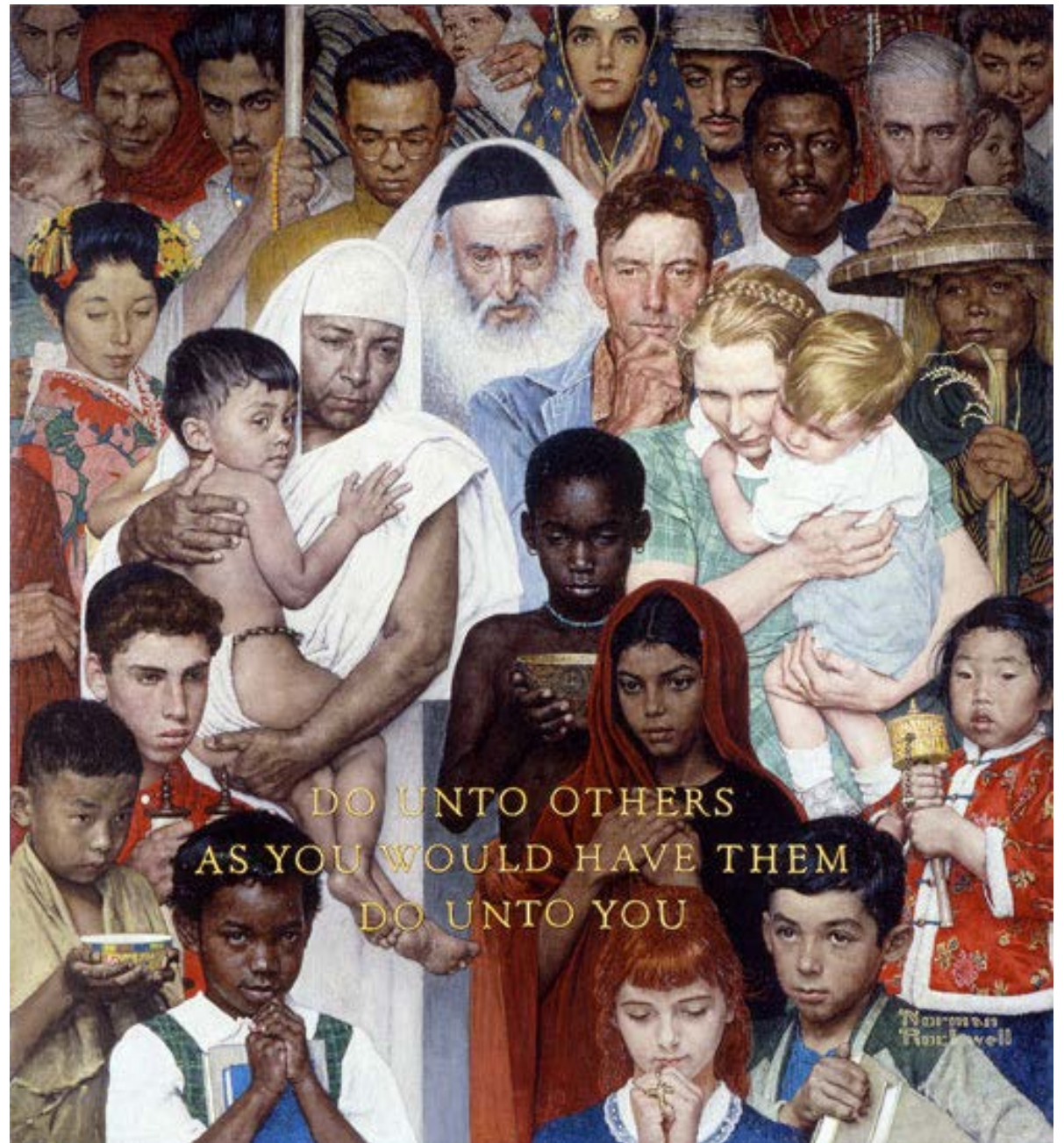
PARTNERS

My World of Languages

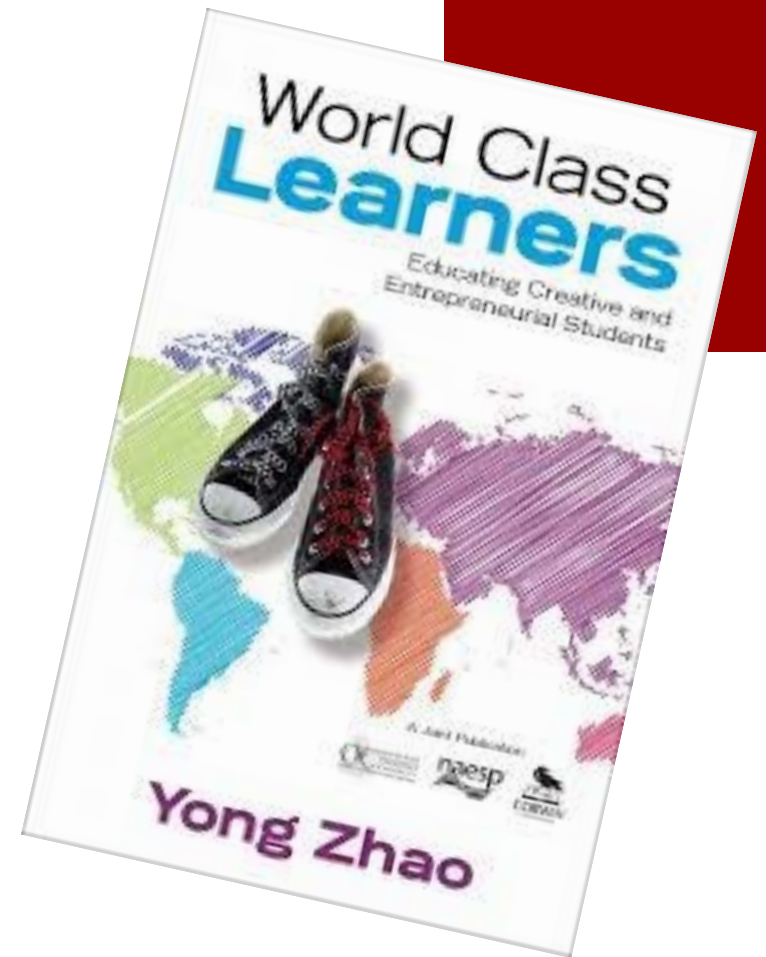




**We bring
who we
are
into what
we do**



**Success in career
and life will
depend on global
competence,
because career and
life will play
out on the global
stage.**

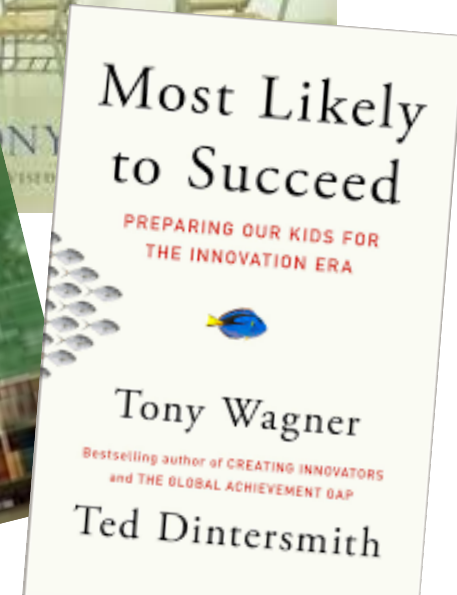
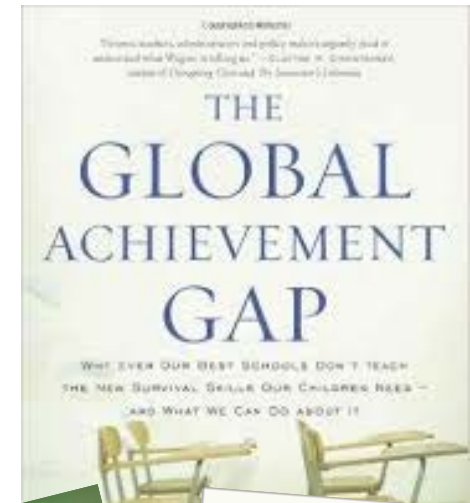


From Finding Jobs to Creating Jobs

*World Class Learners: Educating
Creative and Entrepreneurial
Students, Yong Zhao*

A new generation of students requires different skills from the generations that came before.

1. Critical Thinking and Problem-Solving
2. Collaboration Across Networks and Leading By Influence
3. Agility and Adaptability
4. Initiative and Entrepreneurialism
5. Effective Oral and Written Communication
6. Accessing and Analyzing Information
7. Curiosity and Imagination

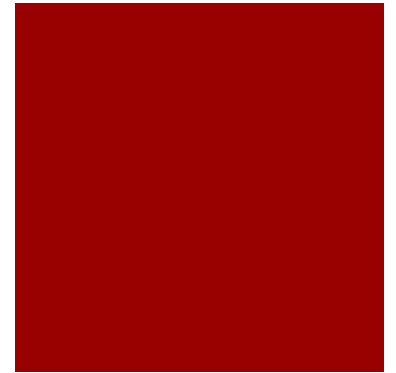


What is...

Global Competence?

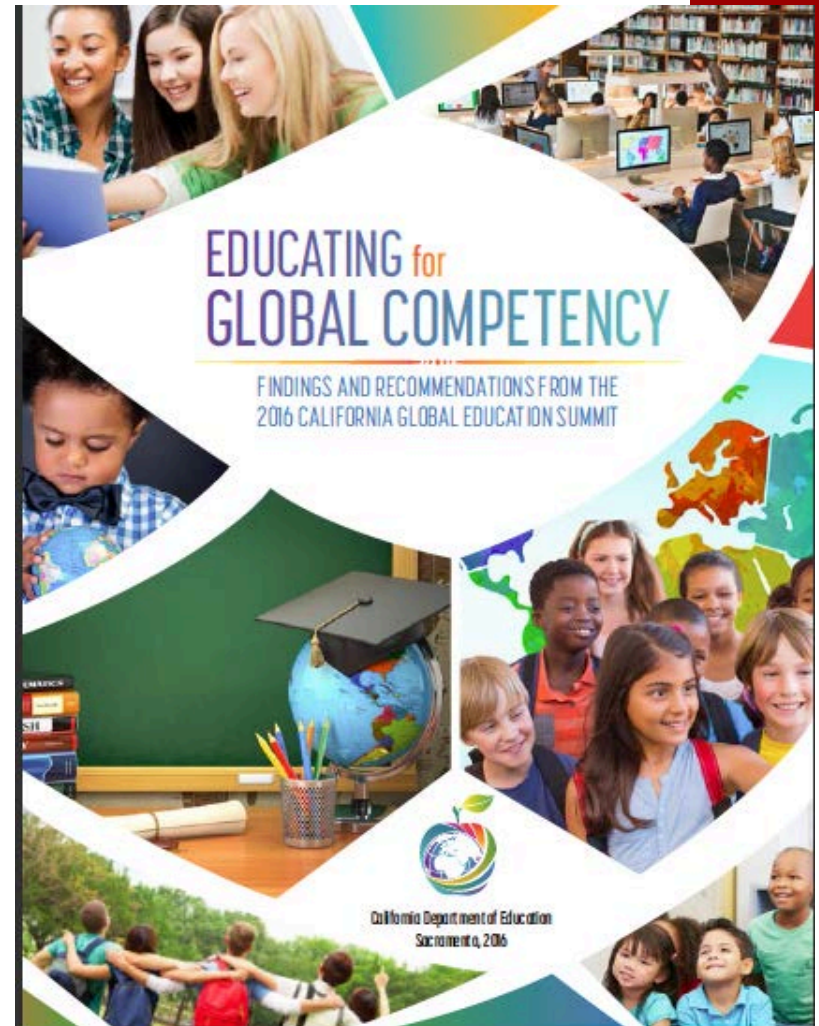
Global Citizenship?

Global Education?



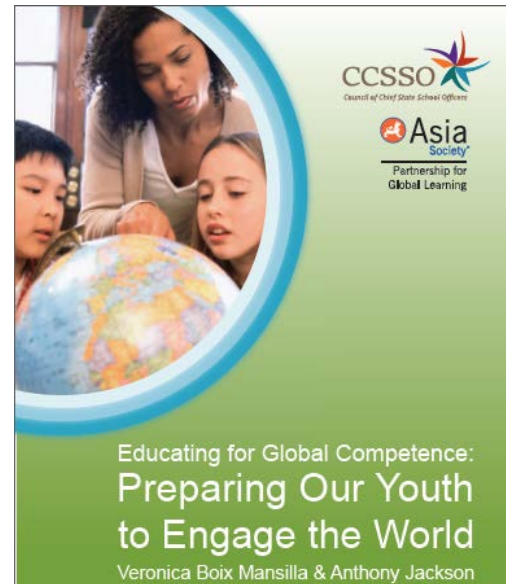
Global Education Summit

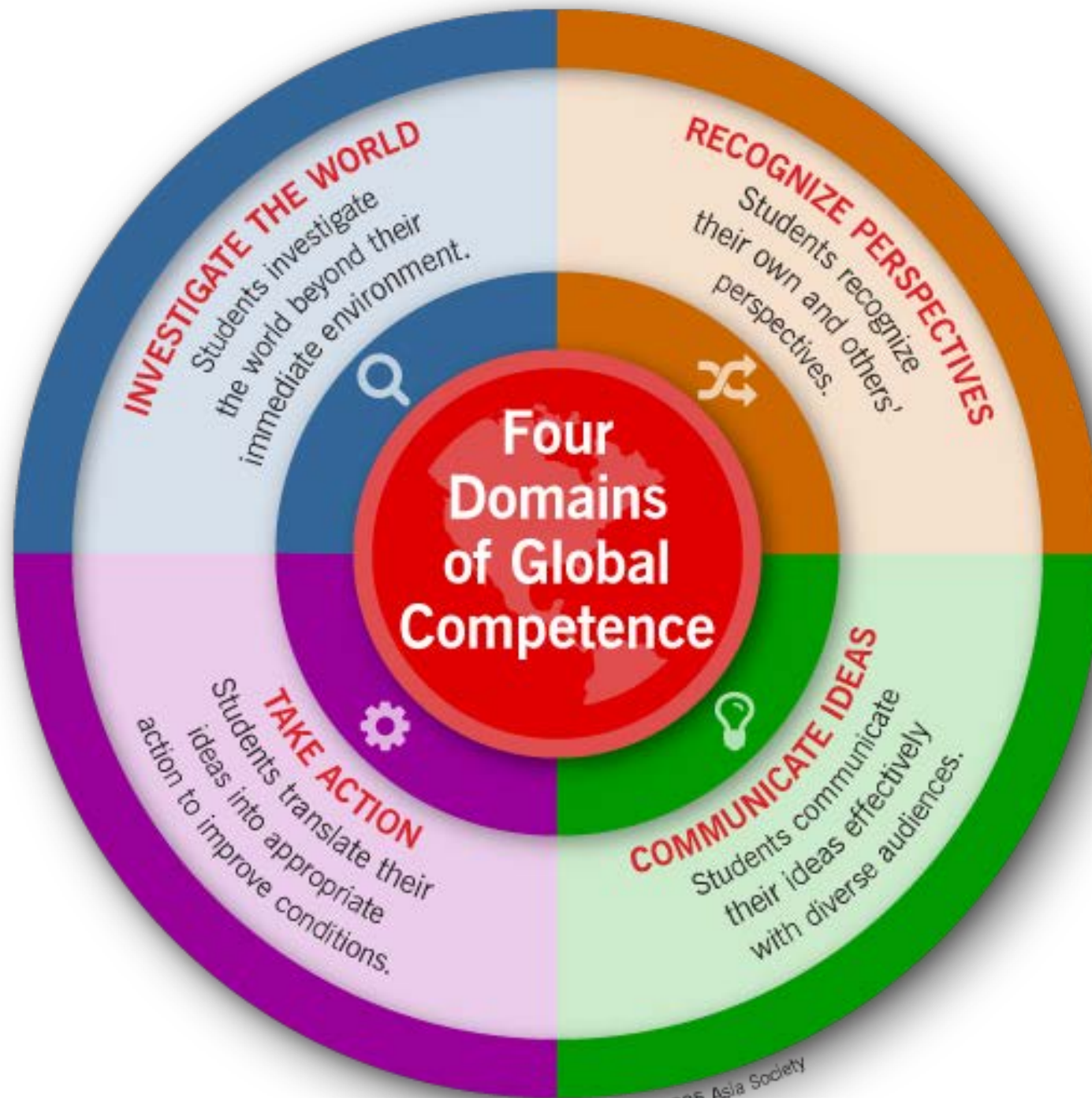
- **Global competence** is the capacity and disposition to understand and act on issues of global significance (Asia Society, CCSSO)
- **Global citizens**
 - Investigate the world, locally and globally
 - Recognize differing perspectives
 - Effectively communicate ideas, in multiple languages, with diverse audiences
 - Take action to improve conditions
- **Global education** may include courses, programs, approaches, partnerships, and other supports designed to build global competence



Defining Global Competence

- Global Competence is the disposition and knowledge to understand and act on issues of global significance (CCSSO & Asia Society).
- Sustainable Development Goals (United Nations)
- Globally competent individuals are life-long learners who understand these issues and have an appreciation for cultural differences, an ability to understand and consider multiple perspectives, use critical and comparative thinking skills as well as problem-solving abilities, and are comfortable with ambiguity and change (World Savvy).





How do these
Global Competence
Domains
support the teaching
and learning of
World Languages?

Table Talk (4 minutes)

Global Education

Global Competence

GC Domains

GC Indicators





Indicators

Investigate the World

- Pose questions to better understand issues and perspectives
- Identify and suspend assumptions and judgments
- Recognize the value of each person in a global community
- Explore the world with curiosity

Recognize Perspectives

- Keep an open mind
- Empathize with others
- Share your personal perspectives and influences
- Examine the perspectives and influences of others
- Consider multiple perspectives and opinions
- Analyze cultural influences, connections, and contexts

Communicate Ideas

- Share ideas and context with diverse audiences
- Actively listen to others
- Engage in civil discourse
- Consider your audience and communicate appropriately

Take Action

- Use evidence and values to guide your plans
- Assess your options and consider the potential impact of planned actions
- Apply creative thinking and solve problems
- Capitalize on available resources and partnerships
- Persist through challenges
- Act and reflect individually and collaboratively
- Act with respect for individual dignity, differences, and human rights
- Contribute to a better world

Pose questions
to
better understand
issues and perspectives

#InvestigateTheWorld
California International Studies Project

Examine the perspectives
and influences
of others

#RecognizePerspectives
California International Studies Project

Apply
creative thinking
and solve problems

#TakeAction
California International Studies Project

Actively listen
to others

#CommunicateIdeas
California International Studies Project



Indicators

How do these
Global Competence
Indicators
support the teaching
and learning of
World Languages?

Table Talk (5 minutes)

Outcomes

Investigate the World

Personal

- understand yourself & others
- develop empathy

Community

- understand and learn from others' experiences
- inspire community

World

- see yourself in the bigger picture and feel connected
- learn how others address common human challenges and opportunities

Recognize Perspectives

Personal

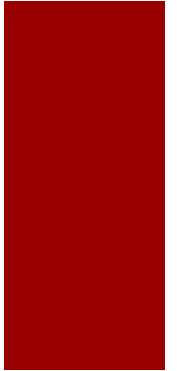
- be reflective
- practice agency

Community

- value the insights and experiences of others
- develop awareness of how power dynamics influence narratives

World

- understand commonalities and differences among people and environments
- appreciate differing ideas, practices, lifestyles, and beliefs



Communicate Ideas

Personal

- identify and discuss important issues
- form your thoughts and opinions, share with others, and reflect on feedback

Community

- practice civil discourse
- generate discussion about issues that affect the community

World

- engage in a global learning community
- help others solve problems and allow others to help you solve problems



Take Action

Personal

- transform your thoughts and opinions into action
- make your voice count

Community

- work with others
- develop creative solutions

World

- contribute to a better world
- become a global citizen



Core Philosophy

- **Identity:** Examination of self and identities is critical for students and educators
- **Diversity:** We value multicultural and multilingual societies and celebrate diversity
- **Equity:** Global competence is for ALL students
- **Perspectives:** Global issues are complex, interconnected, interdependent, and are informed by historical, geographic, economic, political, cultural forces
- **Collaboration:** Educators have opportunity to empower students to address local and global issues
- **Interdisciplinary:** Global competence is fostered across the grades and disciplines
- **Empowerment & Action:** Global education prepares students for active citizenship in an ever-changing world

Global Education

Global Competence

GC Domains

GC Indicators

GC Benchmarks



INDICATOR

BENCHMARKS

	DEVELOPING	PROGRESSING	PRACTICING
Investigate World			
<i>Pose questions, better understand issues and perspectives</i>	<p>Pose questions to a topic or issue, ask questions without a specific audience in mind, summarize</p>	<p>Pose questions to explore from multiple points of view, identify potential audience and seek responses from some, analyze responses for potential gaps in perspective, patterns,</p>	<p>Pose key questions that elicit responses to given issues, select appropriate audiences to respond from different perspectives, and use responses to inform new avenues of inquiry to better understand</p>

Performance Descriptors

aff: C

How do these
**Global Competence
Benchmarks**
support the teaching
and learning of
World Languages?

Table Talk (6 minutes)



CALIFORNIA international studies PROJECT CISP

Programs

- PACE: Program to Advance Cultural Exchange
- Intercultural Ambassadors
- Generation Global



Partnerships

From professional learning to classroom implementation

Global Oneness Project



California Geographic Alliance



Lessons in a Global Society

- The ability to communicate is the most fundamental and human skill that exists, and in such a multilingual world, I cannot overstate the importance of learning languages.
- Language is the bridge between people of different backgrounds.
- Being global surely means understanding and appreciating other cultures and making efforts to learn languages. It also means learning about others, not only to become more educated about other lifestyles, but also to appreciate your own even more. I believe that global-ready graduates can use the knowledge they garner about other lifestyles to see the value in their own way of life.

Shivam
Bhatt
(ASCD,
2017)

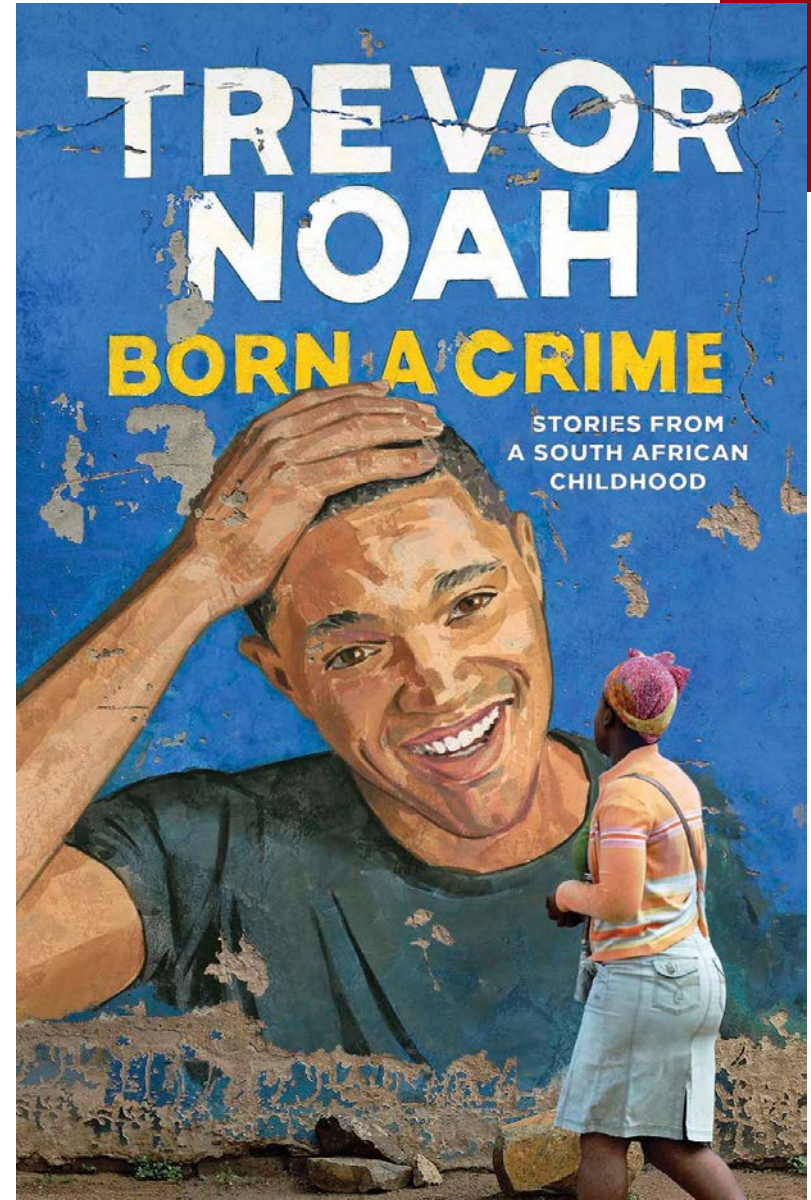
Thrival World Academies

A Refreshed Mind: Coming from Oakland and only wanting to stay in Oakland was my mindset before traveling to Thailand. I'm glad I was encouraged and often pressured to come on this program. It has changed my way of viewing the world and wanting to go experience different environments that I'm not used to. Going on homestays and doing school work all ties together for a reason. I really thought I wasn't going to enjoy this experience. I can't wait to share these experiences with my friends and family back in Oakland, and maybe encourage some others to try the program.



Chameleon

- I soon learned that the quickest way to bridge the race gap was through language.
- Living with my mom, I saw how she used language to cross boundaries, handle situations, and navigate the world.
- Language, even more than color, defines who you are to people.
- Maybe I didn't look like you, but if I spoke like you, I was you.





**CALIFORNIA GLOBAL
EDUCATION NETWORK**

- Explore and share the Summit Report
<http://bit.ly/2hUs5Xp>
- Join the California Global Education Network (CGEN) listserv. Send a blank e-mail message to join-global-education@mlist.cde.ca.gov
- Visit The Global Education and International Studies Resources Web page for additional resources
<http://bit.ly/2iEpCju>
- Follow **CA Global Education** on Twitter

@CaEdGlobal

and **CISP** @CISPisGlobalEd



- Visit the California International Studies Project website www.CISPisGlobal.org
- Follow CISP on Facebook @CISPatSDSU





Merci, xiexie, danke, grazi, gracias,...

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